

联考联合体 2020 年高三 12 月联考

英 语

时量:120 分钟 满分:150 分

得分_____

第一部分 听力(共两节,满分 30 分)

做题时,先将答案标在试卷上。录音内容结束后,你将有两分钟的时间将试卷上的答案转涂到答题卡上。

第一节 (共 5 小题;每小题 1.5 分,满分 7.5 分)

听下面 5 段对话。每段对话后有一个小题,从题中所给的 A、B、C 三个选项中选出最佳选项。听完每段对话后,你都有 10 秒钟的时间来回答有关小题和阅读下一小题。每段对话仅读一遍。

例:How much is the shirt?

- A. £ 19.15. B. £ 9.18. C. £ 9.15.

答案是 C。

1. What will the woman do this evening?
A. Meet her mother at the airport.
B. Fly to another city with her mother.
C. Say good-bye to her mother at the airport.
2. When did the man call Jane?
A. At 6:50. B. At 7:20. C. At 7:40.
3. What is the most probable result of the conversation?
A. The man got two clocks.
B. The man got a new clock.
C. The man got his clock repaired.
4. What did the woman do?
A. She visited Japan.
B. She received a present.
C. She went shopping with the man.
5. When does this conversation probably take place?
A. At the beginning of the course.
B. At the end of the course.
C. In the middle of the course.

第二节 (共 15 小题;每小题 1.5 分,满分 22.5 分)

听下面 5 段对话或独白。每段对话或独白后有几个小题,从题中所给的 A、B、C 三个选项中选出最佳选项。听每段对话或独白前,你将有时间阅读各个小题,每小题 5 秒钟;听完后,各小题将给出 5 秒钟的作答时间,每段对话或独白读两遍。

听第 6 段材料,回答第 6、7 题。

6. What do we know about Wellington?
A. It is the biggest city.
B. It is in the South Island.
C. It is in the North Island.

英语试题 第 1 页(共 10 页)

7. How long will the tour in New Zealand last?
A. Two days. B. A few days. C. Two weeks.

听第7段材料,回答第8、9题。

8. How can the woman get to the bridge?
A. Walk down the river.
B. Walk straight and then turn left.
C. Walk straight and then turn right.

9. Where can the woman see the signs "To Waterloo Station"?

A. On the first turning.
B. All the way to the station.
C. On the other side of the river.

听第8段材料,回答第10至12题。

10. What can be inferred about the man?
A. He knows the woman.
B. He's never heard of the woman.
C. He meets the woman the first time.

11. What's wrong with the woman's car?
A. It won't start.
B. It uses too much petrol.
C. The engine makes a strange noise.

12. How does the woman know whether her car will be ready?
A. The man will phone her.
B. She will phone the man.
C. She will come and find out.

听第9段材料,回答第13至16题。

13. How is the man going to have a look around the town?
A. By bike. B. On foot. C. By car.

14. What time is breakfast on Sundays?
A. At about 7:00. B. At about 8:00. C. At about 9:00.

15. Where can the man find a blanket?
A. On the top shelf.
B. On the bottom shelf.
C. On the middle shelf.

16. How long has the man probably stayed in the woman's house?
A. Several days.
B. Less than one day.
C. About one month.

听第10段材料,回答第17至20题。

17. Whom is the Great Books Summer Program for?
A. College students.
B. High school students.
C. High school and college students.

18. What do the students do at the program?
A. Borrow and read books.
B. Read and discuss books.
C. Read and exchange books.

19. Where can a student attend the program?

- A. In a college.
- B. In a high school.
- C. Across the world.

20. What is the purpose of the speaker?

- A. To invite you to the program.
- B. To make the program known to all.
- C. To share an experience at the program.

第二部分 阅读(共两节,满分 50 分)

第一节 (共 15 小题;每小题 2.5 分,满分 37.5 分)

阅读下列短文,从每题所给的 A、B、C、D 四个选项中选出最佳选项。

A

Summer Events on U. S. Islands

Hundreds of U. S. islands host summertime festivities and many invite travelers to join in the fun. Here are 3 of our favorite island events across the country.

Detroit Kite Festival (July 14)

Belle Isle, Michigan

Kite flying is an ancient skill that's been used by cultures around the world for wind testing, fishing, military communications—and windy day fun. On Belle Isle, Detroit, the latter is celebrated in high style with this event that draws thousands of attendees, including the Wind Jammers, a professional kite-flying team based in the city. Kites can be borrowed, bought, or built, with staff from the Detroit Institute of Arts on hand to teach the basics of kite construction.

Ukulele(四弦琴) Festival (July 21)

Oahu, Hawaii

This festival, now in its 50th year, sings the praises of the ukulele. Originating in part from the braguinha, a small guitar brought to Hawaii in the 19th century by Portuguese immigrants(移民) who worked in the sugarcane fields, the ukulele quickly became a beloved element of the hula culture. The event features internationally known musicians as well as a famous children's orchestra(管弦乐队). Head to the Queen Kapiolani Park, which lies at the base of Diamond Head and is also home to the Honolulu Zoo.

Mermaid(美人鱼) Festival (July 5-7)

Key West, Florida

Haven't heard of MerMay? Come to this Florida event to see 35 mermaids rise to the surface. With goals of celebrating mermaids and advocating for ocean conservation, the festival kicks off the first of seven events with Meet the Mermaids at Havana Cabana and goes on to include Swim With the Mermaids sessions (tails available for rent), an adults-only Ocean Blue party, and a MerTots Splash Hour. Ticket sales will support the nonprofit organization Reef Relief.

21. What can tourists do at Detroit Kite Festival?

- A. Join the Wind Jammers.
- B. Fly a kite for wind testing.
- C. Fly their own handmade kites.
- D. Teach the basics of kite construction.

22. Where does Ukulele Festival take place?
A. In Portugal. B. In the Honolulu Zoo.
C. In the sugarcane fields. D. In the Queen Kapiolani Park.
23. How is Mermaid Festival different from the other two festivals?
A. It takes place in July.
B. It is a traditional festival.
C. It helps to protect the environment.
D. It allows tourists to enjoy performances.

B

Jake Meyers, a graduate student in Northwestern University, has won the Best Sharable Video award in Planet Forward's national Storyfest 2020 competition. The project teaches, celebrates and rewards environmental storytelling by students from across the country.

As a master's student, Meyers works at the intersection of climate adaptation and food security. During the summer of 2019, Meyers worked with the International Livestock Research Institute in Nairobi, Kenya, to investigate climate adaptation solutions to food insecurity in the rapidly urbanizing nation.

Meyers' video, "Can urban farming feed the future?", shares the story of Francis Wachira, a leading advocate for urban farming in Nairobi.

"Millions of people are moving from rural to urban areas as large-scale farming, coupled with climate change, forces small-scale farmers to abandon their livelihoods and pursue economic opportunity in urban areas," Meyers said.

As food security concerns grow for the people of Nairobi, farmers like Francis are transforming urban lots into highly productive green spaces to raise livestock(牲畜), grow vegetables and fight climate change.

"Francis has an incredible urban farming system in Nairobi that features over 600 head of livestock and 150 species of plants," Meyers said. "I wanted to highlight Francis and his innovative approach to urban farming through storytelling with the goal of inspiring change."

"I have become so inspired by many incredible people like Francis Wachira. So many around the world are re-imagining solutions to poverty and climate change, yet their stories remain untold. I hope to continue using storytelling as a means of highlighting different perspectives that can create impact and advocate for transformational change," Meyers said.

24. Where did Meyers make his video?
A. In different countries. B. In an urban area in Kenya.
C. In rural areas in Kenya. D. In Northwestern University.
25. Which of the following can replace the underlined part "abandon their livelihoods"?
A. work harder B. give up farming
C. leave their farmland D. expand their farmland
26. What can be inferred about Meyers' video?
A. It introduces the benefits of rural farming.
B. It introduces the benefits of urban farming.
C. It's mainly about the difficulties with urban farming.
D. It's mainly about the potential risks in rural farming.

27. What sort of person does Meyers describe Francis as?
- A. A person who introduces changes and new ideas.
 - B. A person who shows great interest in farming.
 - C. A person who is intelligent and hard-working.
 - D. A person who realizes the danger of climate change.

C

Every two weeks, the time period after which many people collect a paycheck, a language dies.

So concerning is the potential for language loss that the National Science Foundation this year launched the Documenting Endangered Languages program to advance knowledge related to endangered human languages. The launch of the program is even more urgent given the fact that about half of all current languages being used in the world have been classified at varying degrees of endangerment.

At the University of Arizona, which is an important site for language preservation, a number of researchers are involved in activities meant to document endangered and lost languages. Others are working to help preserve languages classified as “moribund”, meaning that no children are learning their native languages as their first languages in their own homes.

A number of UA programs—some of them decades old—are dedicated to language preservation. Most recently, Christian Ruvalcaba, a graduate student, launched “The Language Capital Project” and is creating maps for a corresponding website to help non-national language speakers to find and connect with one another.

“Languages allow people to create an identity for themselves and as community members,” said Elizabeth Kickham, a visiting professor in the UA Department of Linguistics. “Language is so closely tied to culture; it not only reflects cultural practices, it is also influenced by them. Language and culture influence each other, so it’s difficult to separate them. You can, but you lose something when you do.”

“One of the advantages of studying at the University of Arizona is the wealth of linguistic(语言的) diversity to be found among the student population,” said Kickham, who involved her students in language preservation training this semester.

“Exposure to diverse populations, including languages, enables a richer understanding of the human experience,” Kickham said. “Languages are beautiful. When people hear someone speaking a language they needn’t feel that the person doesn’t know how to speak English but rather that person has a wealth of resources.”

28. Why did the National Science Foundation launch the program?

- A. To bring back lost languages.
- B. To develop endangered languages.
- C. To increase understanding of endangered languages.
- D. To investigate the number of endangered languages.

29. What do the maps created by Ruvalcaba inform people about?

- A. Where there is a website for lost languages.
- B. Where non-national language speakers live.
- C. Where they can learn the national language.
- D. Where they can communicate in their native language.

30. What did Kickham want to point out in what she said?

- A. The influence of cultural practices.
- B. The importance of diverse languages.
- C. A need for language preservation training.
- D. A better understanding of different cultures.

31. What is the best title for the text?

- A. Language Loss Calls for Preservation
- B. Language Reflects Human Self-identity
- C. Preserving Non-national Languages
- D. Identifying the Causes of Language Loss

D

Eyes are like a window into our thought processes. Recent studies have found that the eyes not only reflect what is happening in the brain but may also influence how we remember things.

Researchers tracked volunteers' eye movements while they said a list of 40 numbers. They found that the direction and size of the participants' eye movements accurately predicted whether the number they were about to say was bigger or smaller than the previous one—and by how much. Each volunteer's gaze(凝视) shifted up and to the right just before they said a bigger number, and down and to the left before a smaller one. The bigger the shift from one side to the other, the bigger the difference between the numbers.

This suggests that we somehow link abstract number representations in the brain with movement in space. But the study does not tell us which comes first; whether thinking of a particular number causes changes in eye position, or whether the eye position influences our mental activity. Researchers in Sweden published evidence that it's the latter that may be at work; eye movements may actually facilitate memory retrieval(记忆提取).

They asked each one of the 24 volunteers to carefully examine a series of objects displayed to them in one corner of a computer screen. The participants were then told to listen to a series of statements about some of the objects they had seen, such as "The car was facing to the left" and asked to indicate as quickly as possible if each was true or false. Some participants were allowed to let their eyes move about freely; others were asked to fix their gaze on a cross at the centre of the screen, or the corner where the object had appeared, for example.

The researchers found that those who were allowed to move their eyes freely during recall performed significantly better than those who fixed on the cross. Interestingly, though, participants who were told to fix their gaze in the corner of the screen in which objects had appeared earlier performed better than those told to fix their gaze in another corner. This suggests that the more closely the participants' eye movements during information encoding(编码) corresponded with those that occurred during retrieval of the information, the better they were at remembering the objects.

32. If the previous number was 50, which is the most probable number when a participant looked up and right?

- A. 90.
- B. 50.
- C. 40.
- D. 30.

33. What is the third paragraph mainly about?
- A. The way that eye movements take place.
B. The way that memory retrieval takes place.
C. The relationship between eye movements and numbers.
D. The relationship between eye movements and mental activity.
34. What does the underlined word “those” in the last paragraph refer to?
- A. The objects. B. The corners.
C. The participants. D. The eye movements.
35. Why did the Swedish researchers conduct the study?
- A. To find ways to improve a person's memory.
B. To test the influence of eye movements on memory.
C. To test the effects of different eye movements.
D. To see how eye movements help to identify objects.

第二节 (共 5 小题; 每小题 2.5 分, 满分 12.5 分)

阅读下面短文, 从短文后的选项中选出可以填入空白处的最佳选项。选项中有两项为多余选项。

This year I spent time at the city's dances for the mentally disabled to fulfill my service hours. At first I felt troubled with the idea of working with the mentally disabled because I had never been around them before. 36 They arrived in groups with leaders and waited for the doors to open for what seemed the highlight of their week.

Once I was there for a few minutes, I didn't feel uncomfortable at all. I actually became interested to hear what they had to say. 37 They were getting along well and it was clear how excited they were to see familiar faces every Friday night. I realized that I meant something to them when I skipped a Friday and they asked where I had been. I was missed! 38

Toward the end of my experience at the city's dances for the disabled, I knew their stories and faces and felt things that I had never experienced. I realized what I had thought about the mentally disabled was wrong. 39 They love life and take it for everything it's worth.

40 Now I look back and realize what an effect they had on me. I feel thankful that I was born the way I was. I have learned to respect disabled people for their daily struggles, and meeting them has also made me learn to love every minute of life. They taught me that no one can judge what is “normal”.

- A. They are all people just like us.
B. I went with a friend and when I got there, I was astonished.
C. What I did for the mentally disabled was truly beneficial to them.
D. And by the end of the program, they were able to perform so well.
E. Working with the mentally disabled can be a rewarding experience.
F. This was the first time I found I truly had a place in a stranger's life.
G. As the weeks passed, I found myself interested to see how they made progress.

英语试题 第 7 页(共 10 页)

第三部分 语言运用(共两节,满分 30 分)

第一节 (共 15 小题;每小题 1 分,满分 15 分)

阅读下面短文,从每题所给的 A、B、C、D 四个选项中选出可以填入空白处的最佳选项。

In almost every photo from our 1986 family vacation to Washington, D. C., I am showing off the souvenir I 41 from the gift shop at the Smithsonian's National Zoo—a cotton sweatshirt with pandas dancing on the 42. I was nine years old, and pandas were cool. Not even midsummer heat could 43 me keeping that sweatshirt on throughout the 44.

Over 30 years later I found myself among a pool of photojournalists and video crews 45 into the panda enclosure(围场). A baby panda named Bei Bei was being 46 to the world, and I was covering it for *National Geographic*. I asked zoo administrators if I could 47 periodically to document the first year of the panda's life. They said yes.

Soon I was making 48 stops at the zoo to record the baby panda's daily 49. I watched Bei Bei grow from a baby to a 50, energetic youth. He played with the keepers, looking around the corner from one room to the next in his version of hide-and-seek. If I got too close, he'd lunge(猛冲) for my camera, reminding me that he was 51 a bear.

When Bei Bei was a few months old, the zoo held an official opening day for the 52 to come and see him. That morning I arrived early, making my way past the line that was 53 forming at the entrance to the enclosure. I 54 with a woman there who'd been making frequent trips to the zoo to see pandas since 1982, panda earrings swinging enthusiastically from her ears. "I'll come every month," she said. "It's great to watch the baby panda 55."

- | | | | |
|-----------------------|-------------------|----------------|-------------------|
| 41. A. brought in | B. took in | C. picked out | D. put on |
| 42. A. front | B. ground | C. spot | D. cover |
| 43. A. delay | B. avoid | C. keep | D. prevent |
| 44. A. year | B. trip | C. country | D. world |
| 45. A. broken | B. packed | C. forced | D. pushed |
| 46. A. carried | B. offered | C. added | D. presented |
| 47. A. return | B. start | C. leave | D. pass |
| 48. A. common | B. abrupt | C. regular | D. temporary |
| 49. A. matter | B. treatment | C. cause | D. routine |
| 50. A. curious | B. thoughtful | C. friendly | D. brave |
| 51. A. merely | B. never | C. actually | D. once |
| 52. A. children | B. public | C. journalists | D. keepers |
| 53. A. eventually | B. soon | C. constantly | D. already |
| 54. A. chatted | B. hurried | C. worked | D. drove |
| 55. A. playing inside | B. making friends | C. growing up | D. feeling better |

第二节 (共 10 小题;每小题 1.5 分,满分 15 分)

阅读下面短文,在空白处填入 1 个适当的单词或括号内单词的正确形式。
Our daughter Jessica was born last March when my wife and I were living in New York. About two months before her first birthday, with the pandemic(癌症) 56

(begin) to spread, we moved overseas to Amman, Jordan(约旦), where my wife had taken a new job.

Just like other working families, keeping a good balance 57 home life and our careers had been a huge challenge before the pandemic— 58 (especial) when work meant being away from each other for days, sometimes weeks, at a time in our child's 59 (develop) when creating routines was so important. But things changed in March of this year, when Jordan went into one of the 60 (strict) lockdowns in the world in response to the pandemic.

Since then, it has been such a joy for me 61 (be) a constant presence in my daughter's life, being part of the extraordinary moments of daily life under lockdown, all of 62 are shaping what will be her first memories. One such routine that my daughter really seems to enjoy 63 that I hope she will remember, 64 (take) place every afternoon: flying a kite from the roof of our apartment building. Kite-flying has become a very popular lockdown pastime among youth in Amman. There are dozens of homemade kites 65 (see) high in the sky every afternoon, a beautiful sight above an otherwise quiet and empty city under lockdown.

第四部分 写作(共两节,满分40分)

第一节 (满分15分)

你们最近就学生如何度周末进行了一个调查(survey),请根据下面内容写一篇英语短文在学校英语俱乐部交流。

1. 调查结果:

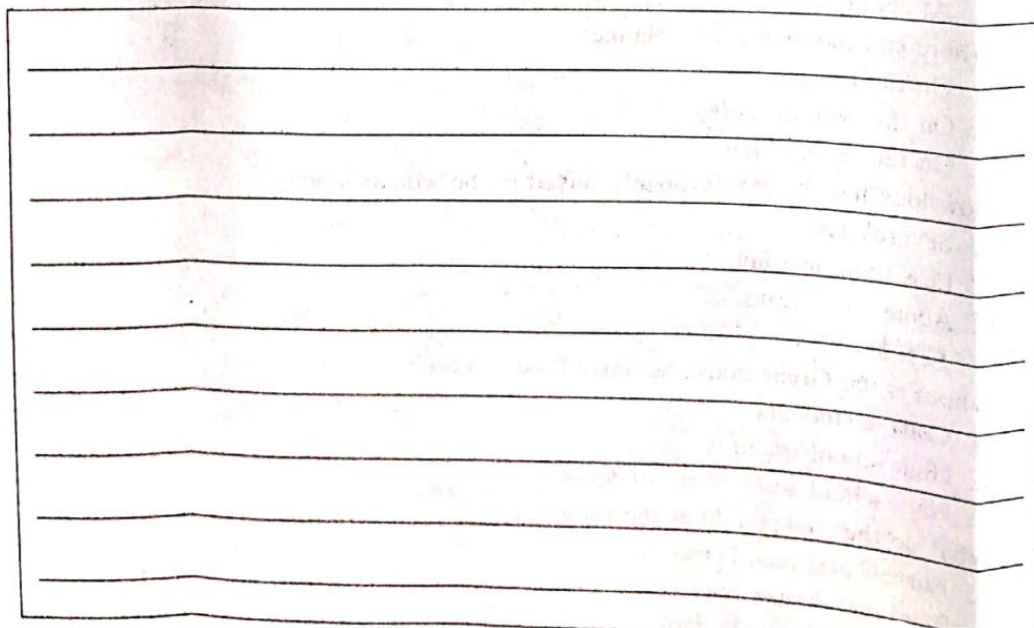
- 1) 周末进行户外活动的: 仅约 20%;
- 2) 周末待在室内的: 约 80%;

2. 根据以上调查结果作一个简短的评论。

注意: 1. 写作词数应为 80 左右;

2. 可适当增加细节, 以使行文连贯;

3. 请按如下格式在答题卡的相应位置作答。



第二节 (满分 25 分)

阅读下面材料,根据其内容和所给段落开头语续写两段,使之构成一篇完整的短文。

Greg could always be counted on to have an interesting party every year. This year the party was at Greg's house. The fun part was a scavenger hunt(寻物游戏) he had set up for us. Two days before the party, Greg went around and asked the neighbors if they would help out. They were almost all willing.

At the party he divided us into groups of four. We all had the same list of things to collect and an hour's time to do it. The group that found the most things on the list would be the winners. So as soon as the hunt began, my group set out at once, in the hope of winning the game. Our first stop was house number 38. A Mrs. Trollis answered the bell quickly. She was glad to help. She had three of the items needed: a nail, a photograph of a baby, and a shoe box.

The next stop was Mr. Gray's house. He was an older man who invited us in. He told us all about a scavenger hunt he went on when he was a boy. We were interested but also worried that we would run out of time listening to his stories. When he realized we didn't have all night, Mr. Gray hurried off to find us a few things we needed. "I hope you will be the winners," he said.

Then we rushed off to another house. A young lady, Ms. Crane, came to the door. She looked busy but she said she could help out. We asked for a baking soda box. Ms. Crane emptied some baking soda into a bottle and handed us the box. We got a few more items in other houses and by this time we were missing only a Chinese newspaper.

注意:

1. 续写词数应为 150 左右;
2. 请按如下格式在答题卡的相应位置作答。

We soon found, however, that finding a Chinese newspaper was a great challenge because none of the neighbors had one. _____

Finally, we got everything on the list. _____

联考联合体 2020 年高三 12 月联考

英语参考答案

题序	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
答案	C	C	B	A	A	C	C	B	C	A	B	B	A	C	C	B	B	B	A	A
题序	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
答案	C	D	C	B	C	B	A	C	D	B	A	A	D	D	B	B	G	F	A	E
题序	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55					
答案	C	A	D	B	B	D	A	C	D	A	C	B	D	A	C					

A

21. C 【解析】根据“Kites can be...built, with staff from the Detroit Institute of Arts on hand to teach the basics of kite construction.”可确定答案。

22. D 【解析】根据“Head to the Queen Kapiolani Park”可确定答案。

23. C 【解析】根据“With goals of celebrating mermaids and advocating for ocean conservation”可确定答案。

B

24. B 【解析】根据“Meyers’ video...shares the story of Francis Wachira, a leading advocate for urban farming in Nairobi.”以及“Francis has an incredible urban farming system in Nairobi”可推断 Meyers 拍摄视频的地点。

25. C 【解析】本文的主题是“urban farming”(都市农业)。第四段叙述大规模的农业生产以及气候变化的影响迫使乡村农民放弃乡下的耕作,迁移到城市搞都市农业。

26. B 【解析】Meyers 所拍视频的片名是“Can urban farming feed the future?”,根据短文最后两段 Meyers 对都市农业的代表人物 Francis Wachira 的高度评价,可推断视频对都市农业是充分肯定的。

27. A 【解析】根据“I wanted to highlight Francis and his innovative approach to urban farming through storytelling with the goal of inspiring change.”、“...re-imagining solutions to poverty and climate change”可确定答案。

C

28. C 【解析】根据“...the National Science Foundation this year launched the Documenting Endangered Languages program to advance knowledge related to endangered human languages.”可确定答案。

29. D 【解析】根据“...and is creating maps for a corresponding website to help non-national language speakers to find and connect with one another.”可确定答案。

30. B 【解析】概括最后一段内容可确定答案。

31. A 【解析】短文首段提示了与主题相关的内容(Every two weeks...a language dies.),其余各段以此背景展开叙述,介绍了为保护语言所作出的努力以及保持语言多样性的重要性。

D

32. A 【解析】根据“Each volunteer’s gaze(凝视) shifted up and to the right just before they said a bigger number”可确定答案。

33. D 【解析】本段讨论眼球移动与大脑活动之间的关系。概括该段内容可确定答案。

34. D 【解析】根据语境,此处的 those 代替句子前面出现的 the participants’ eye movements。参加实验者信息检索时眼球的移动方式与信息录入时眼球的移动方式越一致,他们回忆物体的效果就越好。

35. B 【解析】短文最后一段叙述研究的结果:不同形式的眼球移动产生不同的回忆效果。根据研究的结果可推断研究的目的。

36. B 37. G 38. F 39. A 40. E

41. C 【解析】pick out: 挑选。

英语参考答案—1

42. A 【解析】此处“the front”表示衣服(sweatshirt)的正面。
 43. D 【解析】prevent sb. doing sth.: 阻止某人做某事。
 44. B 【解析】根据“our 1986 family vacation to Washington, D.C.”可确定答案。
 45. B 【解析】pack into 可表示“(一群人)挤入……”。
 46. D 【解析】此处 present 为动词,表示“介绍;展示”。
 47. A 【解析】此处表示“作者定期返回动物园”。
 48. C 【解析】regular: 定期的;有规律的。
 49. D 【解析】daily routine: 日常生活。
 50. A 【解析】curious: 好奇的。根据“looking around the corner from one room to the next in his version of hide-and-seek”可确定答案。
 51. C 【解析】actually: 实际上;事实上。小熊猫向作者发出警告,提醒不要靠近,因为它实际上就是一头熊,会伤人的。merely 表示“只不过(用来强调某事物不是很重要或很有价值)”,与语境不合。
 52. B 【解析】根据“the line(排队等待看小熊猫的人们)”以及本段所提及的“a woman”可确定答案。
 53. D 【解析】根据语境可确定此处是表示“已经在熊猫园入口处排队的人们”。
 54. A 【解析】根据语境可确定此处是表示“作者在与该女士交谈”。
 55. C 【解析】每月来看一次 baby panda,其目的应该是看着它成长。
 56. beginning 57. between 58. especially 59. development 60. strictest 61. to be 62. which 63. and
 64. takes 65. seen

第一节

一、评分原则

根据内容要点的准确性和完整性,以及语言的表达水平综合评分。

按六档次进行评分:

各档次的给分范围和要求

档次	描述
第六档 (13—15)	完全完成了试题规定的任务。 一覆盖所有内容要点。 一应用了较多的语法结构和词汇。 一语法结构或词汇方面有些许错误,但为尽力使用较复杂结构或较高级词汇所致;具备较强的语言运用能力。 一有效地使用了语句间的连接成分,使全文结构紧凑。 完全达到了预期的写作目的。
第五档 (10—12)	完全完成了试题规定的任务。 一虽漏掉 1、2 个次重点,但覆盖所有主要内容。 一应用的语法结构和词汇能满足任务的要求。 一语法结构或词汇方面应用基本准确,些许错误主要是因尝试较复杂语法结构或词汇所致。 一应用简单的语句间连接成分,使全文结构紧凑。 达到了预期的写作目的。
第四档 (7—9)	基本完成了试题规定的任务。 一虽漏掉一些内容,但覆盖所有主要内容。 一应用的语法结构和词汇能满足任务的要求。 一有一些语法结构或词汇方面的错误,但不影响理解。 一应用简单的语句间连接成分,使全文内容连贯。 整体而言,基本达到了预期的写作目的。

档次	描述
第三档 (4-6)	未适当完成试题规定的任务。 —漏掉或未描述清楚一些主要内容,写了一些无关内容。 —语法结构单调,词汇项目有限。 —有一些语法结构或词汇方面的错误,影响了对写作内容的理解。 —较少使用语句间的连接成分,内容缺少连贯性。 信息未能清楚地传达给读者。
第二档 (1-3)	未完成试题规定的任务。 —明显遗漏主要内容,写了一些无关内容,原因可能是未理解试题要求。 —语法结构单调,词汇项目有限。 —较多语法结构或词汇方面的错误,影响对写作内容的理解。 —缺乏语句间的连接成分,内容不连贯。 信息未能传达给读者。
第一档 (0分)	未能传达给读者任何信息;内容太少,无法评判;写的内容均与所要求内容无关或所写内容无法看清。

二、说明

1. 要点分:

- 1) 周末进行户外活动的: 仅约 20%; (3 分)
- 2) 周末待在室内的: 约 80%; (3 分)
- 3) 根据以上调查结果作一个简短的评论。(5 分)

2. 词数少于 60 或多于 100 的, 从总分中减去 1 分。

3. 如书写较差影响交际, 降低一个档次计分。

【参考范文】

Recently we conducted a survey on how students spend their weekends. The result shows that only about 20 percent of the students interviewed in the survey take part in outdoor activities, while the majority, about 80 percent, spend their weekends indoors.

The problem is that most of us spend so little time outdoors. In fact, outdoor activities on weekends are absolutely essential for us after we have so much classroom time. It goes without saying that a balance between indoor and outdoor activities will keep us energetic and healthy.

第二节

一、评分原则

根据续写部分内容的逻辑性和完整性、与前文的融洽度以及语言的表达水平综合评分。

各档次给分范围和要求

按七档次进行评分:

档次	描述
第七档 (22-25 分)	—创造了丰富、合理的内容,富有逻辑性,续写完整,与原文情境融洽度高; —使用了多样且恰当的词汇和语法结构,表达流畅,语言错误很少,且完全不影响理解; —自然地使用了段落间、句间衔接手段,全文结构清晰,前后呼应,意义连贯。

档次	描述
第六档(18—21分)	一创造了比较丰富、合理的内容,比较有逻辑性,续写比较完整,与原文情境融洽度较高; 一使用了比较多样且恰当的词汇和语法结构,表达比较流畅,有个别错误,但不影响理解; 一比较有效地使用了语句间衔接手段,全文结构比较清晰,意义比较连贯。
第五档(15—17分)	一创造了基本合理的内容,有一定的逻辑性,续写基本完整,与原文情境相关; 一使用了比较恰当的词汇和语法结构,表达方式不够多样性,表达有些许错误,但基本不影响理解; 一使用了语句间衔接手段,全文结构比较清晰,意义比较连贯。
第四档(11—14分)	一创造了基本完整的故事内容,但有的情节不够合理或逻辑性不强,与原文情境基本相关; 一使用了简单的词汇和语法结构,有部分语言错误和不恰当之处,个别部分影响理解; 一尚有语句衔接的意识,全文结构基本清晰,意义基本连贯。
第三档(6—10分)	一内容和逻辑上有一些重大问题,续写不够完整,与原文有一定程度脱节; 一所用的词汇有限,语法结构单调,错误较多且比较低级,影响理解; 一未能有效地使用语句间衔接手段,全文结构不够清晰,意义欠连贯。
第二档(1—5分)	一内容和逻辑上有较多重大问题,或有部分内容抄自原文,续写不完整,与原文情境基本脱节; 一所使用的词汇非常有限,语法结构单调,错误极多,严重影响理解; 一几乎没有使用语句间衔接手段,全文结构不清晰,意义不连贯。
第一档(0分)	一未作答;所写内容太少或无法看清以致无法评判;所写内容全部抄自原文或与题目要求完全不相关。

二、说明

1. 续写第一段为找到中文报纸的过程,如偏离该内容视程度最高可扣12分。
2. 续写第二段为寻物游戏的比赛结果,如偏离该内容视程度最高可扣12分。
3. 词数少于120或多于180的,从总分中减去2分。
4. 如书写较差影响交际,降低一个档次计分。

【参考范文】

We soon found, however, that finding a Chinese newspaper was a great challenge because none of the neighbors had one. With just fifteen minutes to go we were getting worried. Suddenly, I had an idea. "Why not go to the street?" I suggested, "Maybe we can find a Chinese there who carries a Chinese newspaper." Realizing it might be our only chance, we immediately rushed to a street nearby, where we did find a Chinese woman. It was so lucky that she happened to have a Chinese newspaper in her bag. Smiling, she handed us the newspaper after we explained the situation to her.

Finally, we got everything on the list. We wasted no time in getting back to Greg's with the things we collected. It turned out that our group was the only one to get a Chinese newspaper. After all our things were checked, to our great joy, we were declared the winners. Of course, the other groups all wondered how we had managed to get such a newspaper. "It's very simple," I laughed. "Since it's a Chinese newspaper, you should ask a Chinese for it."

关于我们

自主选拔在线（原自主招生在线）创办于 2014 年，历史可追溯至 2008 年，隶属北京太星网络科技有限公司，是专注于**中国拔尖人才培养**的升学咨询在线服务平台。主营业务涵盖：新高考、学科竞赛、强基计划、综合评价、三位一体、高中生涯规划、志愿填报等。

自主选拔在线旗下拥有网站门户、微信公众平台等全媒体矩阵生态平台。平台活跃用户达百万量级，网站年度流量超 1 亿量级。用户群体涵盖全国 31 省市，全国超 95% 以上的重点中学老师、家长及考生，更有许多重点高校招办老师关注，行业影响力首屈一指。

自主选拔在线平台一直秉承 “专业、专注、有态度” 的创办公念，不断探索 “K12 教育+互联网+大数据” 的运营模式，尝试基于大数据理论为广大中学和家长提供中学拔尖人才培养咨询服务，为广大高校、中学和教研单位提供 “衔接和桥梁纽带” 作用。

平台自创办以来，为众多重点大学发现和推荐优秀生源，和全国数百所重点中学达成深度战略合作，累计举办线上线下升学公益讲座千余场，直接或间接帮助数百万考生顺利通过强基计划（自主招生）、综合评价和高考，进入理想大学，在家长、考生、中学和社会各界具有广泛的口碑影响力，2019 年荣获央广网 “年度口碑影响力在线教育品牌”。

未来，自主选拔在线将立足于全国新高考改革，全面整合高校、中学及教育机构等资源，依托在线教育模式，致力于打造更加全面、专业的**新高考拔尖人才培养**服务平台。



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